

Saturday, December 5, 2009

Target Audience:

Administrators
Special Educators
Therapists
Parents

Target Age:

Birth/Early Childhood - Secondary

Target Levels:

All

Target Audience:

Special Educators
Therapists
Support Staff
General Educators
Parents
Psychologists
Speech Therapists

Target Age:

Elementary – Middle School

Target Levels:

All

Target Audience:

Administrators
Special Educators
Therapists
Support Staff
General Educators
Parents

Target Age:

Elementary – Secondary

Target Levels:

All

Writing IEP Goals That Are Observable and Measurable

The purpose of this workshop is to improve the ability of participants to conceptualize the terms “observable” and “measurable” when writing IEP goals by identifying which words and phrases, or lack thereof, may cause goals to be more or less observable and measurable. Activities include analyzing pre-written goals and detecting errors, then rewriting the goals in a way that makes them more observable and measurable, and then watching a video of a child engaging in an educational task and writing a goal for that task that is observable and measurable.

Presenter: Gail Wayman, M.Ed.,BCBA

Co-Presenter: Callie Simms

Social Skill Development through Group Intervention with Elementary and Middle School Students

The purpose of this presentation is to highlight the importance of developing social skills through a group format. The students targeted through this intervention strategy include elementary and middle school students with high functioning Autism or Asperger’s Syndrome. This presentation will provide practical assistance on starting a group intervention, choosing a curriculum, developing session outlines, as well as data monitoring of progress. Useful examples and video clips will demonstrate the instruction of skills, as well as the generalization of these skills through community outings and parent involvement. This lecture is an extension of a similar presentation provided last year.

Presenter: Dr. Wendi Leigh-Johnson

Improving the IEP Process for Parents

This in-depth session will give IEP team members ideas and strategies on how to increase parental involvement in the IEP process. The session will begin with reviewing the IDEA as it pertains to parental involvement and will also include discussion of several studies regarding parental involvement in the IEP process. Participants will leave the invaluable information and strategies that they can use to increase effective communication with parents. In addition, participants will learn how to form assessment data into effective IEP goals and objectives for students with autism.

Presenter: Jennifer Alward

<p>Target Audience: Administrators Special Educators Therapists Support Staff General Educators Parents Target Age: Birth/Early Childhood – Secondary Target Levels: All</p>	<p>Whatever Happens to the Brothers and Sisters of Children with Autism? The good news....</p> <p>Siblings are for a lifetime. To think that only the child with autism is impacted by his disability is obviously foolish. Based on the limited research available, the outcome for siblings of children with autism appears positive, but is dependent upon many variables. Based on research within the last five years and the perspective of the sibling without autism, this is an eye-opening seminar with starting and comforting outcomes for family. Presenter: Kathy Morris</p>
<p>Target Audience: Administrators Therapists Support Staff Parents Target Age: Elementary – Secondary Target Levels: All</p>	<p>Appropriate Programming Aligned to State Standards for Students with ASD</p> <p>This training can assist school districts with providing appropriate programming for students with ASD who are cognitively functioning in the moderate to severe range by aligning state standards, organizing district curriculum, lesson plans, IEP’s, and data collection. Showing school districts how to align all of these using a combination of research-based strategies and still provide students with real life activities that address their deficit areas and prepare them for state assessments is essential for successful programming. Administrators and support staff will understand their role in supporting special education teachers and parents in providing model programs that are cost effective and student centered. Presenter: Tiffany K. Mathis</p>
<p>Target Audience: Parents Family Members Target Age: Birth/Early Childhood – Adult Target Levels: All</p>	<p>Special Needs Planning for Special Needs Kids</p> <p>Overview of options for parents and grandparents of children with special needs, including special needs trusts. You do not need to be wealthy to need to plan ahead – if you own a home, property, or have investments – you need a will and may need specific provisions to address your child’s special needs. Presenter is not in private practice and is not trying to solicit any business. Presenter: Nancy Nutto-Hughes</p>

<p>Target Audience: Administrators Special Educators Parents</p> <p>Target Age: Elementary – Secondary</p> <p>Target Levels: All</p>	<p>Literacy Solutions for Verbal and Nonverbal Students with Autism</p> <p>Students with ASD need visual support through pictures and symbols to develop background knowledge, word meaning, and comprehension. Teachers are challenged to find curriculum to meet the variety of needs in their classrooms. Teacher input helped create the Environmental Print Series and PCI Reading Program Software. The programs are visually engaging, using pictures, symbols, and animation to support literacy and language arts concepts. Responses for verbal and nonverbal students are built into the direct, scripted instruction and multi-sensory activities which support learner engagement. Session attendees will practice and interact with program materials.</p> <p>Presenter: Donna M. Tilley</p>
<p>Target Audience: Administrators Special Educators Therapists</p> <p>Target Age: Birth/Early Childhood – Elementary</p> <p>Target Levels: All</p>	<p>Teaching Question Understanding & Use: Theory & Research Based Approach</p> <p>Children with Autism Spectrum Disorder (ASD) frequently have difficulty understanding and using questions. Deficits in the ability to ask and answer questions seriously impacts students’ classroom performance as well as interfering with the development of communication competence. In this session, research based intervention strategies and procedures for teaching students to ask and answer questions will be presented. Software is currently under development that follows the curriculum in the handout. Results from field-testing of this software will be presented. Research grants from the National Institutes (NIH) of Health, National Institute on Deafness and other Communication Disorders (NIDCD) supported this project.</p> <p>Presenter: Mary Sweig-Wilson</p>
<p>Target Audience: Special Educators Support Staff General Educators</p> <p>Target Age: Birth/Early Childhood – Elementary</p> <p>Target Levels: Beginning - Intermediate</p>	<p>Everything You Need to Know to Structure a Classroom in 90 Minutes</p> <p>A structured learning environment is important for success for a student with autism and other developmental disabilities. It is never too late to restructure if the environment is not working for he student. Teachers have limited time to put it all together while developing meaningful individualized lessons. The presenters will provide examples on how to set up a structured living environment for student and teacher success.</p> <p>Presenter: Kathy Kelcher Co-Presenter: Joane Walvoord</p>

Target Audience:
Administrators
Special Educators
Support Staff
General Educators
Parents
Target Age:
Elementary – Middle School
Target Levels:
All

Mastering Mainstream: Inclusion Strategies that Work
Students with Autism often encounter many obstacles when entering a mainstream classroom. By putting in place a cooperative team of educators, and implementing a few simple strategies, all students can feel more at ease with the inclusion classroom.
This session will compile 9 essential strategies for inclusion success. Strategies will focus on academic and assessment needs including specific modifications proven to work for students with Autism and a multisensory approach to instruction. It will also address the social inclusion of students with disabilities with an emphasis on buddies as well as behavior management which does not interfere with learning.
Presenter: Betsy Horner
Co-Presenter: Rachel Warren

Target Audience:
Administrators
Special Educators
Therapists
Support Staff
General Educators
Parents
Target Age:
Middle School - Adult
Target Levels:
All

Functional Academic and Vocational Jigs for Secondary Students with ASD
Session will focus on making functional academic and vocational jigs for secondary students with ASD. Participants will learn how to break down multi-step tasks into their individual discrete components and then represent them in a jig format using visual representations. Focus will be on teaching students with ASD vocational skills that can be utilized in the post secondary setting. Participants will be able to choose from a variety of functional academic and vocational jigs to replicate for use in their classroom settings including: coin jigs, packaging jigs, food prep jigs, and jigs leading to cooperative work in dyads and beyond.
Presenter: Andrea Cherry
Co-Presenter: Heidi Bassett
Co-Presenter: Jennifer Call

Target Audience:
Special Educators
Therapists
General Educators
Parents
Target Age:
Birth/Early Childhood – Elementary
Target Levels:
All

Beyond the ABC's! Tools and Techniques for Improving Language and Literacy Skills
This is a practical, hands-on make and take session! Tips, techniques, and tools will be shared to help anyone teaching young students with autism expand their "bag of tricks". The session will emphasize visual strategies that can be used in the general education setting, the special education setting, the home or community setting to improve the language and literacy skills of young students with autism. Participants will walk away with many materials ready to use on Monday!
Presenter: Kim Henry

<p>Target Audience: Special Educators Therapists Support Staff General Educators Parents Target Age: Birth/Early Childhood – Adult Target Levels: Intermediate</p>	<p>Special Considerations for Managing Challenging Behaviors of Individuals with Autism</p> <p>Typical strategies for managing challenging behaviors include antecedent manipulation, differential reinforcement of replacement behavior, extinction of inappropriate behavior, and, in some instances the use of punishers. For individuals with autism who manifest idiosyncratic responses to environmental stimuli, the applications of such strategies need special consideration. For example, the use of negative reinforcement with individuals might be a more powerful motivator than typically used positive reinforcement due to general avoidant characteristics. The presentation will review common behavior management strategies and delineate (for each) special considerations for individuals with autism in order to enhance the probability of successful outcomes.</p> <p>Presenter: Jo Webber, Ph.D.</p>
<p>Target Audience: Special Educators General Educators Parents Target Age: Birth/Early Childhood – Elementary Target Levels: Beginning - Intermediate</p>	<p>Make and Take Sessions for Teaching Beginning Reading Skills</p> <p>Come gather strategies for teaching beginning reading skills. Pre-reading and early elementary level activities will be discussed. Participants are sure to get some new ideas for helping their students develop literacy skills. We will also create some tasks to take back to the classroom ready to use. Seating is limited to 40 participants.</p> <p>Presenter: Cissy Coleman, M.Ed. Co-Presenter: Tisha Gonzalez, M.A.</p>